

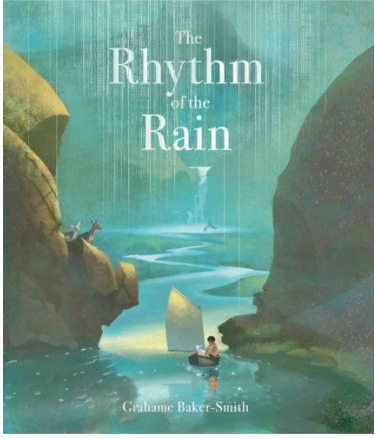
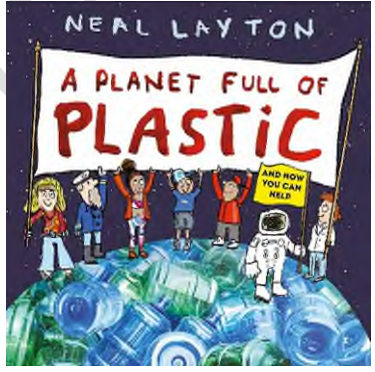
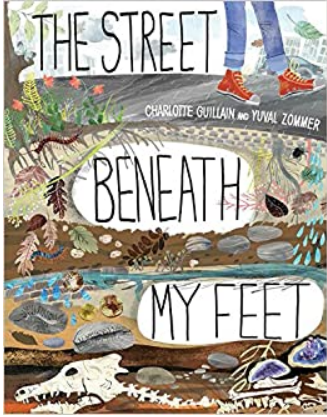


Year Group	Book	Objectives and Key Questions
<p>Year 1</p> <p>Everyday materials</p>		<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Why are windows made from glass? What is the best material for an umbrella and why?</p>
<p>Year 2</p> <p>Uses of everyday materials</p>		<ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>How do we choose materials? Compare Cinderella's glass slipper with Little Red Riding Hood's leather boots.</p>

<p>Year 4</p>		
<p>States of matter</p>		<ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$). • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>What is happening when scientists say that the ice caps are melting?</p> <p>How can some parts of the world have too much water and another country not have enough?</p>
<p>Year 5</p>		
<p>Properties and changes of materials</p>		<ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. • Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how

		<p>mixtures might be separated, including through filtering, sieving and evaporating.</p> <ul style="list-style-type: none"> • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>What are things made from and why? Which materials would be the most effective for wrapping ice cream to stop it melting?</p> <p>Why can some plastics be recycled and some can't?</p>
<p>Year 3</p>		
<p>Rocks</p>		<ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

		<ul style="list-style-type: none">• Recognise that soils are made from rocks and organic matter. <p>Why is burning coal not sustainable?</p> <p>Should we keep burning fossil fuels for our energy?</p>
--	--	---

THISTLY MEADOW